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ABSTRACT

Since 1975, the Student Flow Project of the Hawaii community colleges, an ongoing longitudinal study, has examined the progress of students through the community college system. It complements enrollment data with information on non-continuing students and graduates. The Project consists of three basic components: (1) admissions, which deals with the characteristics of entering students, classifying them as applicants, admittees, registrants, and "no shows"; (2) enrollment, which provides demographic data on students who continue to enroll for five semesters after entry; and (3) exit, which provides data on students for each of five semesters who leave the community college either as non-continuing students or graduates. In all, 50 reports, focusing principally on Fall 1975 entering students, have been prepared as part of the Project. On the basis of these reports, a recommendation was made to continue to study student progression and persistence--i.e., to study every fifth year entering group for six semesters. The proposed plan for studying Fall 1979 entering students includes the following reports: applications, admissions, and registration; survey of entering students; non-continuing student survey; student progression each semester; analysis of persistence; graduates; and employer survey. Appendices list all Flow Project reports and contain copies of the survey instruments. (AYC)

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STUDENT FLOW PROJECT

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Report No. 50

Student Flow Project

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JC 790 187

March 1979

Office of the Chancellor for Community Colleges
Educational Services Division
University of Hawaii

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TABLE OF CONTENTS

		Page
A.	Background: The Plan	1
	1. Assumptions	1
	2. Purposes	1
	3. Three Basic Components	2
B.	The Actuality	8
C.	Recommendations	10
	1. Proposed Plan for Studying Fall 1979 Entering Students	10
	2. Rationale	12
	3. Conclusion	12
FIGURE A	Three Basic Components of the Student Flow Project	3
B	The Admissions Component	4
C	The Enrollment and Exit Components	6
APPENDIX A	List of Student Flow Project Reports	14
B	Draft: Entering Student Survey	19
C	Survey of Non-Continuing Students	23
D	1977-78 Alumni Survey	24
E	Employers' Survey	28

A. Background: The Plan

Exactly three years ago, Report No. 8 was prepared to set forth a framework for the Student Flow Project. Excerpts are given below to provide some background for the recommendations being proposed in this report.

1. Assumptions

Enrollments in Hawaii's community colleges have grown rapidly for many reasons. Their proximity, their admissions policies, and the appeal of their programs have not only widened, but enriched, educational opportunity for recent high school graduates and other adults interested in pursuing post-secondary education. The nature of a community college attracts a wide diversity of students, and while many are committed to earning a degree or certificate, others are not. This latter group ranges from students interested in taking only those specific courses necessary or feasible for particular jobs to those interested in only one course for personal or recreational reasons.

Within this context, persistence/non-persistence studies are designed and conducted. The basic assumptions of our study are:

a. Attrition per se is not "bad." Community colleges need research on the various reasons for attrition and need analysis of differences between persisters and non-persisters.

b. Community colleges, while committed to the open-door policy, also have educational/counseling responsibilities to (1) aid their students in making career/educational choices and (2) decrease or minimize attrition among students whose interests, abilities and motivations make further education or degree attainment feasible.

c. Community colleges need to evaluate their efforts, and an important source of evaluation is their clientele--continuing students, non-continuing students and graduates.

d. Student flow patterns and student evaluations should be among the important factors used by community colleges in their planning and evaluation.

2. Purposes

Enrollment data are extremely valuable in showing the various characteristics of enrolled students, but such data reveal little about the non-continuing student. The Student Flow Project complements enrollment data by also providing information on non-continuing students. Among the many purposes of the Student Flow Project are the following:

a. To broaden the present data base on students in the community colleges so as to enable the conduct of student flow studies and to do so in such a way as to ease the merger between the Student Flow Project and the present data system.

b. To develop a methodology and plan for the conduct of student flow studies in the community colleges on a continuing or periodic basis.

c. To provide summaries and analyses of:

(1) the characteristics of applicants, admittees and enrollees.

(2) the differences between entering students and no shows.

(3) continuation rates for five successive semesters after entry.

(4) withdrawal, returning and graduation rates.

(5) students who change their majors.

(6) differences among various types of persisters and non-persisters.

(7) the goals of students in the community colleges.

(8) student evaluations of their community college experiences.

(9) the activities of graduates and the relevance of their community college studies to their jobs, further education, etc.

(10) the number of transfer students from the community colleges to four-year campuses in the University of Hawaii.[1]

d. To provide students--continuing, non-continuing, and graduate--with the opportunity to evaluate their community college experiences and to offer suggestions for improving their colleges.

e. To indicate the implications of student flow data and analyses for planning and evaluation on the campus and state levels.

f. To explore the possibility of using student flow data to identify potential non-persisters so that they may receive assistance from educational/counseling services.

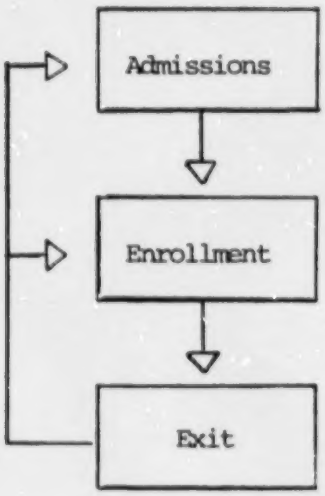
g. To obtain feedback from campus and state personnel on this initial effort so as to make necessary revisions and improvements.

3. Three Basic Components

In addition to heavy reliance on the student information system, a variety of surveys is planned to provide community college students with the opportunity to give additional meaning to the statistics. The Student Flow Project will consist of three basic components as illustrated below in Figure A.

[1] This is presently an annual research report prepared by the Analytical Studies Office.

FIGURE A
THREE BASIC COMPONENTS OF THE STUDENT FLOW PROJECT



A student may be admitted, enroll, and then leave as a non-continuing student or graduate. One who leaves may either (a) re-enroll at the same community college or (b) if he desires to attend another community college, goes through the admissions process of that college.

a. Admissions Component (Figure B)

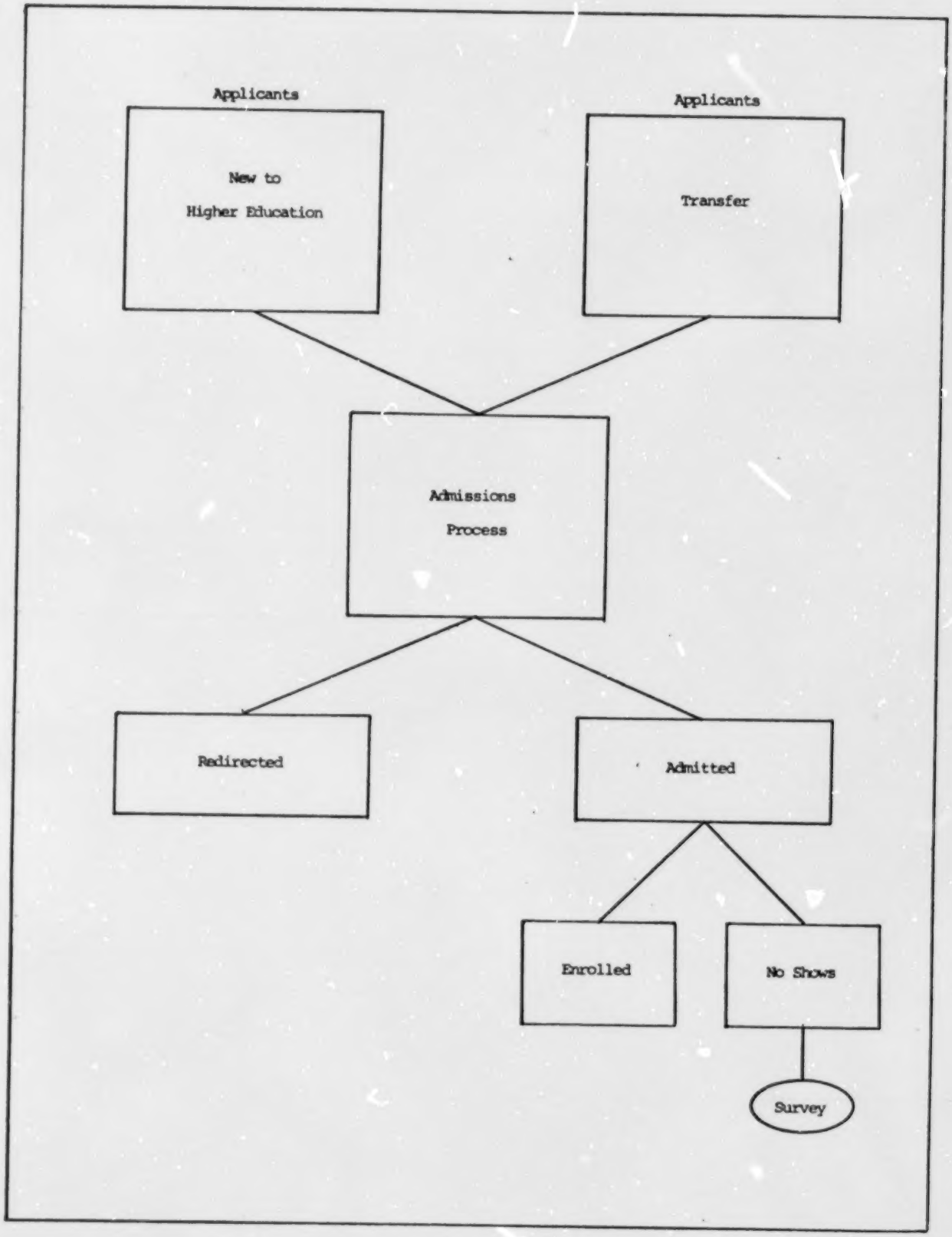
This deals with the characteristics of entering students: those who are new to higher education and transfers to a campus. Such entering students will be studied as: (1) applicants, (2) admittees, (3) registrants and (4) no shows (students admitted for a particular semester but who do not enroll). Each fall semester, these four sub-groups will be studied in terms of the following characteristics:

(1) sex
(2) age
(3) marital status
(4) high school background (previous college for transfers)
(5) educational objective
(6) program
(7) ethnic data, if available
(8) previous credits for transfers[2]

[2]This information is not available at present.

FIGURE B

THE ADMISSIONS COMPONENT



Two series of reports are planned from the Admissions Component:

--Series 1. Applications, Admissions, and Registrations

--Series 2. No Shows

The series of reports will combine a discussion of the results for the total (seven community colleges) and note the differences among campuses. However, computer tables will include data summaries and analyses of the total and separately for each of the seven community colleges.

b. Enrollment and Exit Components (Figure C)

The Enrollment Component provides various kinds of data on students who continue to enroll in the same community college for five semesters after entry. The Exit Component provides data on students for each of five semesters who leave the community college either as a non-continuing student or a graduate. Beginning and end of semester reports will furnish the following data:

--continuation/non-continuation rates
--nature of enrollment (continuing, returning, returning graduate)
--withdrawals
--graduations
--changes of major
--credits carried and credits earned

The above data will be summarized by several basic characteristics: sex, age, marital status, student status (full- or part-time), high school background, educational objective, program and ethnic data if available.

In addition, there will be three kinds of surveys during the five semesters following entry in the fall:

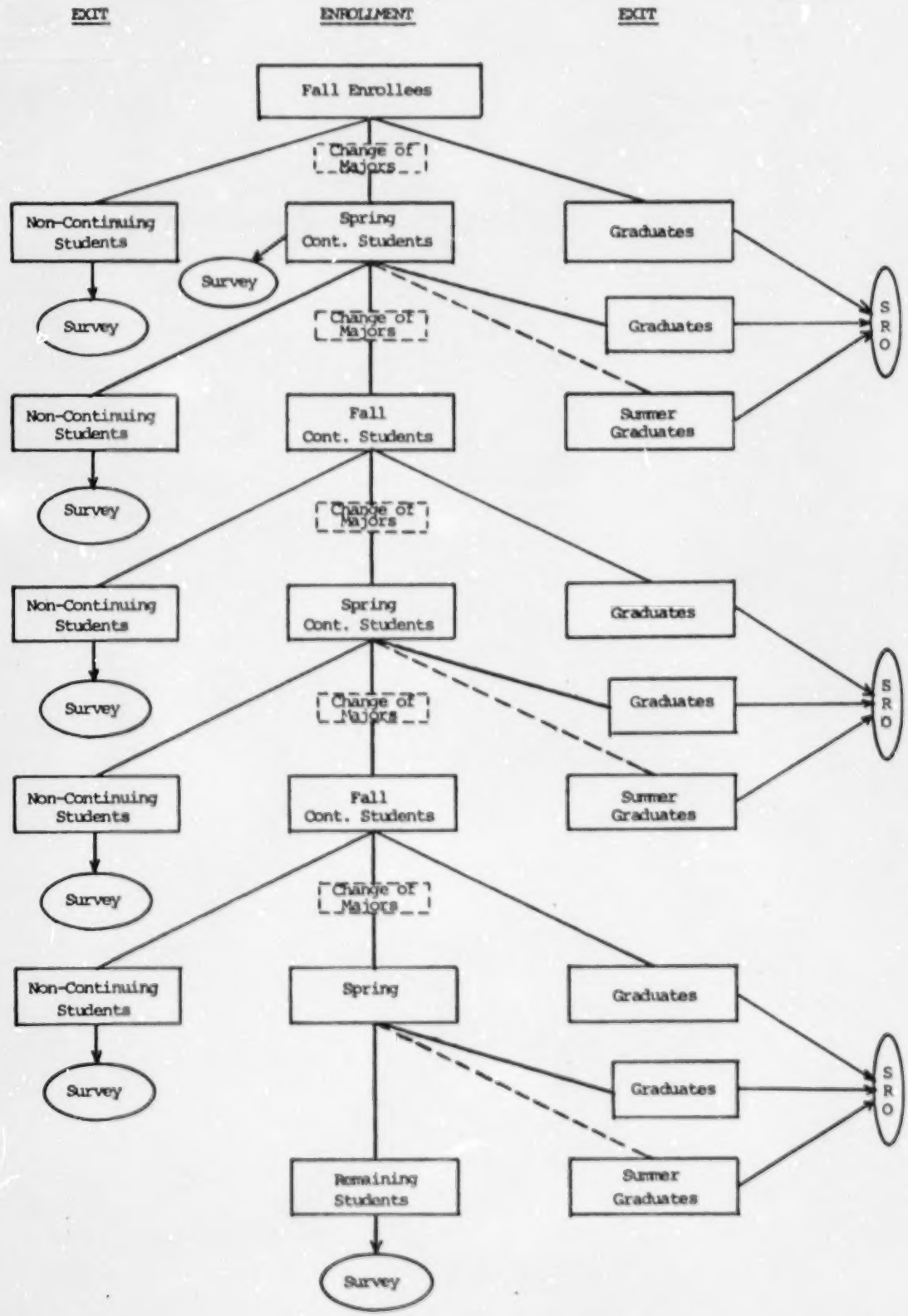
(1) Survey of continuing students at the beginning of the first spring semester: This survey will ask students to indicate their goals and to evaluate their first semester's community college experience.[3]

(2) Survey of non-continuing students at the beginning of each of the five semesters. Like the above, non-continuing students will be asked to indicate their goals and to evaluate their first semester's community college experience. In addition, and in subsequent surveys of non-continuing students, the focus will be on: (a) reasons for not continuing and (b) present activities.

[3]Only four campuses participated in this survey.

FIGURE C

THE ENROLLMENT AND EXIT COMPONENTS*



*Surveys of graduates will be conducted annually by the Survey Research Office for all campuses in the University of Hawaii.

(3) Survey of graduates will be undertaken annually by the Survey Research Office for all campuses of the University of Hawaii.[4]

These surveys will provide feedback from students at various stages of progression or non-progression through the community colleges.

For both the computer series of reports and analysis of surveys, apropriate statistical tests of significance will be used to determine whether observed differences between and among groups of students are significant.

Among the series of reports being planned are the following:

--Series 3. Results of the Survey of Continuing Students in Their Second Semester

--Series 4. Results of the Survey of Non-Continuing Students

--Series 5. Comparison of Continuing and Non-Continuing Students

--Series 6. First Progress Report on Student Flow Patterns After Two Semesters

--Series 7. Second Progress Report on Student Flow Patterns After Four Semesters

--Series 8. Final Report on Student Flow Patterns After Six Semesters

--Series 9. An Analysis of Various Types of Persisters Over the Six-Semester Period

--Series 10. Results of the Survey of Graduates

These reports will present findings, by basic characteristics of students, for the seven community colleges and note campus differences. Like the Admissions Component, computer tables will include data summaries and analyses of the total and separately for each of the seven community colleges.

If time and resources permit, an effort will be made to develop a transition matrix; i.e., a matrix reflecting the movements of students among defined student states from one semester to the next. Such a matrix would be extremely helpful in making enrollment projections.

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[4]This is now being conducted by the Office of the Director of Finance.

B. The Actuality

We were able to undertake most of the activities included in the planning of the Student Flow Project. The exceptions are given below:

1. Survey of continuing students: Although we had hoped to survey continuing students on all campuses in Spring 1976, only 4 campuses (Hawaii, Honolulu, Maui and Windward) participated in that study.

2. Survey of students in the 6th semester: We had planned to explore the possibility of surveying students who were attending their campus of entry during the 6th semester (Spring 1978), but we did not do so because of resource limitations.

Several additions to the plan were made, including studies on the following:

1. Students enrolled for 7 consecutive semesters: We found that about 10 percent of entering students had attended their campus of entry for six consecutive semesters without graduating. We conducted this study to find out whether any of these students graduated at the end of the 7th consecutive semester.

2. Non-enrolled students attending other community colleges: We were interested in finding out the extent to which students who were not enrolled at their campus of entry transferred to another UH community college.

3. Comparison of non-continuing students: We wanted to know whether non-continuing students differed from each other, by semester of non-persistence.

4. Comparison of graduates and non-continuing students: We were interested in finding out how graduates and non-continuing students differed in their characteristics and in their responses to similar survey questions.

5. Employer survey: We wanted feedback from the employers of 1975-76 graduates regarding the effectiveness of community college programs in preparing graduates for work.

6. Persistence in the community college system: We were interested in studying persistence patterns in the community college system (in addition to those by campus of entry) in order to find out the extent to which students graduated from or persisted at campuses other than the one of entry.

7. Fall 1974 entering students enrolled in the 8th semester (Spring 1978): In view of the data on students enrolled in the 7th semester, we decided to study this group for one more semester.

In all, 50 reports (including this one) were prepared as part of the Student Flow Project. Although the Fall 1975 entering students were the main focus, reports on the Fall 1974 entering group are also available because that group was used to develop the basic computer programs to analyze progression and persistence. (See Appendix A for a listing of reports.)

In addition, a monograph will be prepared to bring together data on Fall 1975 entering students--their characteristics, their progression and persistence over six semesters, their responses to various surveys (continuing, non-continuing and graduate).

Accompanying the preparation of various reports was the scheduling of several meetings with campus personnel to share findings, discuss their implications and obtain suggestions on the Student Flow Project:

April 30, 1976	Provosts, Deans of Instruction, Deans of Students, Administrative Officers, Members of the Institutional Research Advisory Committee
December 6, 1976	Deans of Instruction, Deans of Students
April 25, 1977	Deans of Instruction, Deans of Students
December 9, 1977	Deans of Instruction, Deans of Students, Assistant Deans
October 13, 1978	Chancellor, Provosts
November 1978	Meetings on following campuses: Kauai, Leeward, Maui, Windward
March 1979	Deans of Instruction, Deans of Students, Chancellor's Staff
May 1979	Provosts, Deans of Instruction, Deans of Students, Chancellor's Staff

C. Recommendations

The major recommendation is to continue to study student progression and persistence of students entering the community colleges. The study should be broadened by including other campuses of the University of Hawaii, especially UH at Manoa.

While data on Fall 1974 and Fall 1975 entering groups can be considered baseline, it would be feasible to study at least one more group: Fall 1979 (or Fall 1980) entering students. Such an undertaking would reveal areas in which there were similarities and dissimilarities in the characteristics affecting progression and persistence. If other campuses of the University of Hawaii are included, it would be possible to obtain data on entering students who transfer to any of the University's four-year campuses and who obtain baccalaureate degrees. In any event, in recognition of the changing nature of community college students (e.g., more part-time, more women, more adult students in recent years), it is recommended that every fifth year entering groups be studied for six semesters.

The following sections provide details on the reports that should be included and suggestions for broadening the scope of further student flow projects.

1. Proposed Plan for Studying Fall 1979 Entering Students

The purposes of such an undertaking would essentially be similar to those advanced for the study of Fall 1975 entering students. The following reports, for the community college system and for each campus, should be prepared as scheduled below:

	Report	Semester
a.	Applications, Admissions and Registrations In addition to the analysis by entering status, sex and program, there should be data on the high school grade point averages of new students. (This will necessitate a change in student records and in computer programming.)	Fall 1979
b.	Survey of Entering Students This is a new report and the rationale for its inclusion is found in the following section. (See Appendix B for a preliminary draft. Computer programming is necessary.)	Fall 1979
c.	Non-Continuing Student Survey This report will provide information on the reasons for non-continuance, activities of non-continuing students, their educational plans and evaluation of their first semester in a community college. If resources permit, non-continuing students should be surveyed for the following four semesters. (See	Spring 1980

Report	Semester
Appendix C for the questionnaire used for four semesters in studying non-continuing students among the Fall 1975 entering group. Computer programming is complete.)	
d. Student Progression Each Semester	Spring 1980 Fall 1980
These reports will include the number of students registered, registration rate, full-time rate, changes of major, number of graduates, credits attempted, credits earned. (Computer programming is complete.)	Spring 1981 Fall 1981 Spring 1982
e. Analysis of Persistence	Spring 1981 Spring 1982
This should be prepared at the end of the 4th semester and at the end of the 6th semester. Analysis will relate student characteristics to the five persistence patterns (non-persister, stop-out, moderate persister, extreme persister, graduate). The last report, in addition, should relate survey responses of the entering students (see item 2) to persistence patterns. (all computer programming complete except for relating survey responses to persistence patterns.)	
f. Graduates	Fall 1982
At the end of three years, a report should be prepared on graduates who entered in Fall 1979. (This will require a survey for this purpose or a separation of the responses of Fall 1979 entering students from other alumni responses--should there be a continuation of the University-wide alumni survey.) Data should include post-graduation activities, details on those attending school, details on those who are employed, evaluation of the community college experience. (See Appendix D for the last alumni survey used by the University of Hawaii for graduates of all 9 campuses. Computer programming is complete.)	
g. Employer Survey	Spring 1983
Employers of graduates who entered the community colleges in 1979 should be surveyed for their assessment of community college programs in preparing graduates for employment. Suggestions for improving the community colleges should also be sought in the survey form. (See Appendix E for a copy of the form used in surveying the employers of 1975-76 community college graduates. Computer programming is complete.)	

If the various survey forms included in the Appendix are used, comparisons of responses for Fall 1979 and Fall 1975 entering students can be made. The questionnaires should be reviewed, however, and if modifications are made, computer programming will be necessary.

It should be noted that no reports are included on progression of students at other four-year colleges of the University of Hawaii. Should this desirable expansion of the Student Flow Project take place, planning should be undertaken jointly by personnel in the community colleges and in the four-year colleges.

2. Rationale

The above reports, 12 in all, cover students at entry, their progression through each of six semesters and their persistence patterns at the end of the fourth and sixth semesters. In addition are included surveys of non-continuing students at the beginning of the second semester, of graduates and of their employers.

Two modifications of the plan for studying Fall 1975 entering students are proposed for the Fall 1979 entering group:

a. It is important to obtain measures of academic ability or achievement at time of entry since these characteristics are identified as being the single, most potent variable for predicting persistence. This means that student records in the community colleges should include one or more of the following: high school grade point average (in academic subjects only?), SAT scores, SCAT scores or similar measures. Inclusion of such factors should improve predictability of "dropout proneness."

b. In addition to the above and student characteristics on which we already have data, it is desirable to obtain information on entering students on such items as their goals, commitment to postsecondary education and socioeconomic background. The literature on attrition indicates that these are areas which have some relationship to persistence. This is the reason for proposing a survey of entering students.

3. Conclusion

We hope that the proposed plan will be acted upon favorably because we feel that it is important for the community colleges to know the extent to which their students are progressing. These studies also provide an opportunity for some non-continuing students, graduates and employers to evaluate the work of the community colleges. In addition, the capability of the community colleges to identify potential dropouts may lead to more effective counseling and advising as well as to outreach programs for high risk students. Hopefully, improvements in student services will also be accompanied by improvements in the curriculum, based in part on student/employer evaluations.

As the community colleges begin to gain a deeper understanding of student progression and persistence, they may find it extremely helpful to develop policies on retention, including a desirable level to set as a goal, and policies on re-entry of stop-outs.

Underlying the development of such policies, however, is the philosophy of the college. At one extreme is the viewpoint that students must "sink or swim" on their own. On the other is the sentiment that responsibility for a student's failure must be shared by the student and the institution (the faculty and others with whom the student has been working). Whether the philosophy is enunciated or not, it affects the ambiance of the college. Students, in turn, depending on their experiences with the college, will form certain impressions of the college and of its willingness to help them. To date, student evaluations of instruction and of faculty/student relations in the community colleges have been somewhat favorable. Furthermore, the tendency of community college graduates to return to their alma mater for further work is indicative that they feel "at home." Should some be encouraged to pursue their studies at a four-year institution? or at another community college? A change in educational environment may be a maturing experience for some students.

Experience with the Student Flow Project has shown that it can aid colleges in knowing their students and in developing policies and practices that foster student progression and persistence. Without equivocation, such practices must involve cooperative, mutually-supporting relationships among student services, teaching and administrative personnel.

APPENDIX A
LIST OF STUDENT FLOW PROJECT REPORTS

Report Number

1. Student Flow Project, Community Colleges (December 1975)

   This brief report outlines the preliminary plans of the University of Hawaii to develop a student flow model for its seven community colleges. This model will indicate the flow of students--progressing from semester to semester, changing majors, leaving or withdrawing from the institution.

2. Applications, Acceptances and Registrations, Fall 1975 (December 1975)

   This report presents data on student progression through the application, acceptance and enrollment process. E.g., in Fall 1975, 9,508 students new to higher education and 4,123 transfer students applied for admission; 94 percent of the new and 88 percent of the transfer applicants were admitted; 75 percent of the new and 67 percent of the transfer applicants who were accepted actually enrolled.

3. Applicant No-Show Survey, Community Colleges, Fall 1975 (December 1975)

   The purpose of this survey was to find out why students who were admitted to the community colleges did not enroll at that campus. Results of this survey indicated that the plurality (28%) were working.

4. Survey of 1971-72 Graduates, Community Colleges (February 1976)

   Results of a survey sent to 1,354 1971-72 graduates of the community colleges are summarized by campus and for the system. Included are data on the alumni's present activities, details about their further schooling or occupations and evaluations of their college experience.

5. Fall 1975 Entering Students Continuing in the Same Community Colleges in Spring 1976: Hawaii, Honolulu, Maui and Windward Community Colleges (March 1976)

   This report discusses the results of a survey administered to Fall 1975 entering students at four community colleges who continued their enrollment for the second semester after entry. The purposes of the survey were: (a) to understand better why students select a particular college; (b) to obtain information on student goals considered important at, or close to, time of entry and to assess the degree to which the expectations were fulfilled during the first semester; and to give students an opportunity to evaluate their first semester's experience in the community college.

6. Fall 1974 Students in Their Fourth Semester: Fall 1974 Through Spring 1976: First Report (March 1976)

   As part of a longitudinal study of student progress in the community colleges, Fall 1974 entering students were studied for three semesters ending in Fall 1975. Examined were such factors as continuation rates, full-time rates, graduation rates and change of major rates.

7. Applications, Acceptances and Registrations, Spring 1976 (March 1976)

   This report, like Report 2, presents data on the number of: students applying, applicants accepted, accepted applicants actually enrolling at the colleges, by campus, sex, program and entry status, i.e., new or transfer students.

8. Student Flow Project: Update 1 (April 1976)

   This update proposes a framework of data gathering and analysis of the Fall 1975 entering group over the next two-year period and for the remainder of the reports for the Fall 1974 entering group. In general, the Student Flow Project consists of three components: admissions, enrollment and exit. This document outlines the activities which will be necessary to complete the project and provides a timetable of proposed activities.

9. Fall 1975 Entering Students Not Continuing in the Same Community Colleges in Spring 1976 (April 1976)

   Summarizes the findings of a survey sent to 2,245 Fall 1975 entering students who did not continue after one semester. Information was sought on reasons for non-continuance, present activity, future educational plans and evaluations of community college experiences.

10. Fall 1975 Entering Students in Spring 1976: A Comparison of Continuing and Non-Continuing Students at the Beginning of Their Second Semester (May 1976)

    This study examines the characteristics of the 8,979 students who entered the community colleges in Fall 1975 and compares the student profiles of the 6,503 who reenrolled in Spring 1976 with 2,476 who discontinued their enrollment.

11. Fall 1974 Entering Students at the End of Their Fourth Semester: Fall 1974 Through Spring 1976: Second Report (A Supplement to Report 6, Student Flow Project) (September 1976)

    This report provides additional data on the Fall 1974 entering group at the end of the fourth semester. The data include continuation rates, graduation rates, credit-completion ratios, changes of major for each campus and by program clusters.

Report Number

12. Fall 1975 Entering Students at the End of Their Second Semester: Fall 1975 through Spring 1976: First Report (September 1976)

This report briefly summarizes data on student progression during the first two semesters for the Fall 1975 entering group. Examined are such factors as: continuation rates, full-time rates, credit-completion rates, changes of majors, graduation rates.

13. Analysis of Nelson-Denny Reading Test Scores, Leeward Community College, Fall 1975 New Students (October 1976)

This study explores the relationship of student scores on the Nelson-Denny Reading Test to academic performance as reflected by GPAs.

14. A Proposal for Surveying the Employers of 1975-76 Community College Graduates (October 1976)

This report discusses the feasibility of conducting a survey of employers of community college graduates. A review of the literature and a draft of the survey instrument are included.

15. Analysis of Persistence After Four Semesters, Fall 1974 Entering Students (November 1976)

The persistence patterns of the Fall 1974 entering group after four semesters are examined in this report. Characteristics of those who graduate, those who persist and those who do not persist are analyzed by campus and by program.

16. Fall 1975 Entering Students in Fall 1976, A Comparison of Continuing and Non-Continuing Students at the Beginning of Their Third Semester (November 1976)

This report analyzes the characteristics of continuing and non-continuing students in Fall 1976, the third semester for the Fall 1975 entering group. Analyses were made in terms of ten characteristics.

17. Fall 1975 Entering Students Not Continuing in the Same Community Colleges in Fall 1976 (December 1976)

This report summarizes the results from the second survey of Fall 1975 entering students who did not continue in the Fall 1976 semester.

18. Applications, Acceptances and Registrations, Fall 1976 (January 1977)

This is a summary report of the number of students in Fall 1976 who applied for admission, the number who were accepted by that campus and the number who actually registered at that campus.

19. Stability of Educational Plans for Fall 1976, An Analysis of Educational Plans Made in Spring 1976 for Fall 1976 (February 1977)

This report explores the relationship between educational plans and deed: the students' Spring 1976 decisions to enter a UH campus in Fall 1976 and actual enrollment at that campus. (Study based on Fall 1975 entering students' responses to two surveys: Continuing Students and Non-Continuing Students.)

20. Spring 1976 Non-Continuing Students Registered at Other Community Colleges, Fall 1975 Entering Students (February 1977)

This report provides information on the number and characteristics of non-continuing students (Fall 1975 entering group) registered at another public community college, by campus of entry, in Spring 1976.

21. Fall 1976 Non-Enrolled Students Registered at Other Community Colleges, Fall 1975 Entering Students (March 1977)

This report provides data similar to Report 20 above, also for the Fall 1975 entering group, but for the Fall 1976 semester.

22. Survey of 1975-76 Graduates, Community Colleges (March 1977)

This is a report summarizing data on the survey of 1975-76 community college graduates.

23. Fall 1975 Entering Students in Spring 1977, A Comparison of Continuing and Non-Continuing Students at The Beginning of Their Fourth Semester (April 1977)

This report summarizes findings on the characteristics of continuing and non-continuing students at the beginning of their fourth semester.

24. Survey of Employers of 1975-76 Community College Graduates (April 1977)

Results of a survey of employers of community college graduates are summarized in this report. Includes employers' (a) evaluations of the effectiveness of community college programs in preparing graduates for work and (b) suggestions for improvement.

25. Fall 1975 Entering Students Not Continuing in the Same Community Colleges in Spring 1977 (May 1977)

This report summarizes the results from the third survey of Fall 1975 entering students who did not continue in the Spring 1977 semester.

Report Number

26. Non-Enrolled Students Attending Other Institutions: Responses to Non-Continuing Survey (May 1977)

The Fall 1975 entering students who transferred to another campus in the University of Hawaii System are studied in this report. Findings are based primarily on their responses to the survey of non-continuing students.

27. Fall 1975 Entering Students at the End of Their Fourth Semester: Fall 1975 Through Spring 1977: Second Report (September 1977)

This report is a brief summary of student progression during the first four semesters for the Fall 1975 entering group. (Report 12 covered the first two semesters.) Examined are such characteristics as: continuation rates, full-time rates, changes of major, graduation rates.

28. Analysis of Persistence After Four Semesters, Fall 1975 Entering Group (October 1977)

The characteristics of those who persist, those who do not persist and those who graduate are analyzed for the community college total, by campus and by program. The report also compares the persistence patterns of this group (Fall 1975 entering group) and the Fall 1974 entering group.

29. Fall 1974 Entering Students at the End of Their Sixth Semester: Fall 1974 Through Spring 1977: Third Report (November 1977)

This report is the third report on student progression for the Fall 1974 entering students. (Reports 6 and 11 covered the 1974-76 academic years.) It presents data on the Fall 1974 entering group at the end of their sixth semester. Analyzed are data such as: continuation rates, full-time rates and changes of major.

30. Analysis of Persistence After Six Semesters, Fall 1974 Entering Group (December 1977)

This report analyzes the flow of Fall 1974 entering students during six semesters in terms of five persistence patterns: non-persister, moderate persister, stop-out, extreme persister, graduate.

31. Applications, Acceptances and Registrations, Fall 1977 Entering Students (December 1977)

This is the fourth report summarizing data on student progression from application to acceptance and registration at the community colleges. The data are presented by new and transfer students, as well as by college, sex and program.

32. Fall 1977 Non-Enrolled Students Registered at Other Community Colleges, Fall 1975 Entering Students (January 1978)

This report deals with Fall 1975 entering students who did not enroll at their campus of entry (non-enrolled) in Fall 1977 but who enrolled at other community colleges. The number and characteristics of these students are presented by campus of entry. Community college, as well as campus, totals are provided.

33. Fall 1975 Entering Students Not Continuing in the Same Community College in Fall 1977 (January 1978)

This is a report on the fourth survey of non-continuing students (Fall 1975 entering group, only) administered in October 1977. As in past surveys, the purposes were to find out why they had discontinued their enrollment without graduating, what their current activities and their future educational plans are as well as their evaluations of their college experience. A 32 percent return rate (368 out of 857) was noted.

34. Fall 1975 Entering Students in Fall 1977, A Comparison of Continuing and Non-Continuing Students at the Beginning of Their Fifth Semester (January 1978)

This report is an analysis of the characteristics of students (Fall 1975 entering students, only) who were enrolled in Fall 1977 for their fifth consecutive semester. These continuing students are compared to those who are not currently enrolled. The comparison includes analysis in terms of ten characteristics.

35. Survey of 1976-77 Graduates, Community Colleges (February 1978)

This report summarizes data for the 1976-77 community college graduates. Included are data on graduates' present activities, details about their work or present educational endeavors and evaluations of their community college experience.

36. Fall 1974 Entering Students Enrolled in Fall 1977 (Seventh Semester) (March 1978)

This report focuses on extreme persisters (students who were enrolled for all six semesters without a break in attendance at their campus of entry) continuing their studies for the seventh semester. The findings are discussed for the community college total and three campuses (which enrolled more than 140 such students). It was found that 695 students, 8 percent of the 9,171 Fall 1974 entering students, were enrolled for their seventh consecutive semester. A total of 124 students graduated at the end of that semester.

Report Number

37. Persistence in the Community College System After Six Semesters, Fall 1974 Entering Students (March 1978)

This report analyzes persistence in the community college system after six semesters. The findings indicate the degree to which Fall 1974 entering students persisted at campuses other than the one of entry. The study showed that 887 students who entered the community colleges enrolled at a campus other than the one of entry during the six-semester period.

38. Fall 1975 Entering Students in Spring 1978, A Comparison of Continuing and Non-Continuing Students at the Beginning of Their Sixth Semester (April 1978)

This report analyzes the characteristics of students who continued their enrollment without interruption for six consecutive semesters and compares this group to those who were not enrolled. (This was the fifth report in this series.) The data indicated that students who enrolled continuously without interruption tend to have certain characteristics in common.

39. Spring 1978 Non-Enrolled Students Registered at Other Community Colleges, Fall 1975 Entering Students (April 1978)

This report summarizes information on the Fall 1975 entering students who did not enroll at their campus of entry (non-enrolled) in Spring 1978 but who registered at other community colleges. The number and characteristics of these students are summarized by campus of entry.

40. Fall 1975 Entering Students Not Continuing in the Same Community College in Spring 1978 (May 1978)

This report summarizes data on the fifth and last survey of non-continuing students (Fall 1975 entering students, only). Report includes data on: (a) reasons for non-continuance; (b) present activities and (c) evaluations of college experience. A 48 percent return rate (159 out of 329) was noted.

41. Survey of Fall 1975 Entering Students Who Graduated in 1975-76 or 1976-77: Community Colleges (June 1978)

This report includes data on community college graduates who entered in Fall 1975 and responded to the 1975-76 or 1976-77 Alumni Surveys. (There were 104 and 469 graduates who responded.) Included are: (a) separate summaries of findings for the two groups of graduates and (b) a summary of findings on questions which were sufficiently similar in both survey forms to make possible a combined response for both groups.

42. A Comparison of Non-Continuing Survey Responses For Five Consecutive Semesters, Fall 1975 Entering Students (July 1978)

The primary aim of this study was to obtain data on whether non-continuing students differed significantly from each other based on when they discontinued their enrollment. The report includes an analysis of the characteristics of non-continuing students who responded to the questionnaire and an analysis of the responses of the non-continuing students.

43. Fall 1975 Entering Students at the End of Their Sixth Semester, Fall 1975 Through Spring 1978: Third Report (September 1978)

This report is the third report on student progression for the Fall 1975 entering students. (Reports 17 and 21 covered the 1975-77 academic years.) It presents information on the Fall 1975 entering group at the end of their sixth semester. Analyzed are data such as: continuation rates, full-time rates, changes of major, graduation rates.

44. Analysis of Persistence in the Community College System After Six Semesters, Fall 1975 Entering Students (September 1978)

This report analyzes persistence in the community college system after six semesters. The findings indicate the degree to which Fall 1975 entering students persisted at campuses other than the one of entry. The study showed that 799 students (9 percent) changed campuses during the six-semester period. Compared to persistence by campus of entry, graduation rate rose from 15 to 16 percent, the non-persister rate dropped from 24 to 21 percent. It was further observed that the Fall 1974 and Fall 1975 entering groups were very similar in the characteristics of dominant sub-groups in each persistence pattern. It was noted that this should be helpful in identifying groups with a potential for non-persistence and for completion of degrees.

45. Analysis of Persistence After Six Semesters, Fall 1975 Entering Students (October 1978)

This report analyzes the flow of Fall 1975 entering students during six semesters in terms of five persistence patterns: non-persister, moderate persister, stop-out, extreme persister, graduate. The data show that 24% had enrolled for only one semester at their campus of entry, 15% had graduated, 11% had enrolled for six consecutive semesters without graduating, 41% for at least two consecutive semesters, 8% for non-consecutive semesters.

Report Number

46. **Fall 1974 Entering Students Enrolled in the Eighth Semester (Spring 1978) (November 1978)**

This report presents information on the 890 students who entered in Fall 1974 and who were enrolled at their campus of entry in Spring 1978--the eighth semester. At the end of that semester, 152 students graduated, raising the graduation rate of the Fall 1974 entering students from 13 percent at the end of their sixth semester to 16 percent at the end of their eighth semester.

Also included are data on sex, entry status, educational objective, program, cumulative GPA, cumulative semester hours carried and earned by these students.

47. **Survey of Fall 1975 Entering Students Who Graduated in 1977-78 (February 1979)**

Of the 2,640 community college graduates in 1977-78, 750 were students who entered in Fall 1975. This report focuses only on the responses of the Fall 1975 entering students to the 1977-78 Alumni Survey administered to all graduates of the University of Hawaii. Findings in this report are presented for the community college total, by program. Among the respondents who indicated their activities, employment and continuation of their education were predominant: 50% employment, 12% school, 26% employment and school. Also included are details about their work or present educational endeavors and evaluations of their community college experience.

48. **Comparison of Graduates and Non-Continuing Students (February 1979)**

This report compares the personal and academic characteristics of graduates and non-continuing students. It also contrasts the responses of these two groups on comparable items in follow-up surveys. As expected: (a) there were many significant differences in the characteristics of these two groups; (b) a higher percentage of graduates were immediately employed or continuing their education or both; (c) a higher proportion of employed graduates became full-time workers and felt that their jobs and major fields of study were closely related. Somewhat unexpected: (a) a higher proportion of dropouts became full-time students and attended the UH at Manoa (they are not, therefore, "dropouts" from educational institutions); (b) the more favorable ratings were given by non-continuing students in evaluating various aspects of their community college experience.

49. **Fall 1975 Entering Students Enrolled in Fall 1978 (Seventh Semester) (March 1979)**

This report focuses on students continuing their studies for the seventh consecutive semester at their campus of entry. The findings are discussed for the community college total and three campuses (which enrolled more than 150 such students). It was found that 787 (9 percent) of the 8,979 Fall 1975 entering students were enrolled for their seventh semester. A total of 132 graduated at the end of the seventh semester.

50. **Student Flow Project Recommendations**

This report reviews the background (assumptions, purposes and basic components) of the Student Flow Project, briefly describes the "actuality" (what was accomplished in terms of goals set earlier) and recommends that the community colleges continue to study student progression and persistence. A plan for studying Fall 1979 entering students is included.

Note: the majority of these reports are available in the ERIC collection.

APPENDIX B
ENTERING STUDENT SURVEY
U.H. COMMUNITY COLLEGES
Fall 1979

Note:

The following data from the University of Hawaii Common Application Form should be included in the student information system for the community colleges:

name
social security number
birth date
sex
ethnicity code
year graduated
high school code
educational objective
plan full-time or part-time

campus
major code

quintile of high school graduating class

The analysis of responses should be in terms of all or some of the above student characteristics.

ENTERING STUDENT SURVEY
U.H. COMMUNITY COLLEGES
Fall 1979

Name _____

Social Security Number _____

1. Which of the following statements reflect your goals? (check all that apply)
   ___ 1. to get a degree
   ___ 2. to discover my vocational interest
   ___ 3. to prepare for a new career
   ___ 4. to improve my knowledge and technical skills required in my present job
   ___ 5. to increase my chances for a possible raise and/or possible promotion in my present job
   ___ 6. to meet academic requirements necessary to transfer to a four-year school
   ___ 7. to learn specific skills that will enrich my daily life
   ___ 8. to improve my ability to get along with people
   ___ 9. to become actively involved in student life and campus activities
   ___ 10. to increase my participation in cultural and social events
   ___ 11. to improve my self image
   ___ 12. to meet people
   ___ 13. to improve my leadership skills
   ___ 14. other (please specify): _____ _____

2. Which of the following reasons were very important to you in selecting this college? (check all that apply)
   ___ 1. wishes of parents and/or other family members
   ___ 2. advice of teachers, counselors
   ___ 3. school's good reputation
   ___ 4. advice of former students, friends
   ___ 5. location is close and convenient
   ___ 6. availability of program I want
   ___ 7. low tuition

3. Do you have any concern about your ability to finance your education at this college? (check one)
   ___ 1. none
   ___ 2. some concern
   ___ 3. major concern; would you like to meet with a counselor? ___ yes ___ no

4. Check all the sources of support you plan to use to finance your first year of college:
   ___ 1. full-and/or part-time work while attending school
   ___ 2. savings
   ___ 3. aid from spouse
   ___ 4. support from parents and/or other family members
   ___ 5. employer support
   ___ 6. grants (Basic Educational Opportunity Grant, Supplemental Educational Opportunity Grant and others)
   ___ 7. loans
   ___ 8. scholarships
   ___ 9. GI benefits, Social Security and other benefits

5. What career or occupation are you planning to enter? (e.g. welder, cook, nurse, teacher) _____

6. What is the highest degree you plan to obtain from any college? (check one)
   ___ 1. none
   ___ 2. associate
   ___ 3. bachelor's
   ___ 4. master's
   ___ 5. Ph.D. or Ed.D.
   ___ 6. M.D., D.D.S., D.V.M.
   ___ 7. L.L.B. or J.D.
   ___ 8. other; please specify: _____

7. Are you currently employed in a job for which you receive wages? (check one)
   ___ 1. not employed
   ___ 2. employed: part-time
   ___ 3. employed: full-time (35 hours or more weekly)

8. Do you have work experience in your major field of study? (check one)
   ___ 1. yes
   ___ 2. no
   ___ 3. can't answer; I do not plan to have a major

9. The chances are very good that you will: (check all that apply)
   ___ 1. change major field of study
   ___ 2. make at least a B average in this college
   ___ 3. need tutoring
   ___ 4. fail one or more courses
   ___ 5. seek vocational counseling
   ___ 6. stop out temporarily
   ___ 7. get the degree you seek from this college
   ___ 8. transfer to another college
   ___ 9. be satisfied with this college
   ___ 10. find a job in your field of study
   ___ 11. drop out after this semester

10. Your average grade in high school was: (check one)
   ___ 1. A (above 3.5)
   ___ 2. B (3.0-3.5)
   ___ 3. C (2.0-2.9)
   ___ 4. D (1.0-1.9)
   ___ 5. don't know

11. How well did your high school program prepare you in the following areas: (check each item)

Item	1. Not at all	2. Poorly	3. Adequately	4. Very Well
1. mathematical skills				
2. reading				
3. writing				
4. science				
5. history, social science				
6. vocational skills				
7. musical and/or artistic skills				
8. study habits				

12. Father's occupation: _____ (e.g., mechanic, truck driver, accountant, etc.)

13. Father's highest educational level: (check one)
___ 1. grammar school or less
___ 2. some high school
___ 3. high school graduate
___ 4. postsecondary other than college (business school, technical school, etc.)
___ 5. some college (including junior or community college)
___ 6. college graduate (bachelor's only)
___ 7. some graduate or professional school
___ 8. graduate or professional degree

14. Mother's occupation: _____

15. Mother's highest educational level: (check one)
___ 1. grammar school or less
___ 2. some high school
___ 3. high school graduate
___ 4. postsecondary other than college (business school, technical school, etc.)
___ 5. some college (including junior or community college)
___ 6. college graduate (bachelor's only)
___ 7. some graduate or professional school
___ 8. graduate or professional degree

16. Estimated parental income: (check one)
___ 1. Under $6,000
___ 2. $6,000-$7,499
___ 3. $7,500-$9,999
___ 4. $10,000-$14,999
___ 5. $15,000-$19,999
___ 6. $20,000-$24,999
___ 7. $25,000-$29,999
___ 8. $30,000-$34,999
___ 9. $35,000 or more

Mahalo!

APPENDIX C

SURVEY OF NON-CONTINUING STUDENTS
SPRING 1978

I. What is the main reason why you did not register this semester? (check one)

____01. achieved goal
____02. changed educational/vocational goals
____03. transferred to another college
____04. found desired classes unavailable; specify by checking one of the following:
____05. class closed; name of class _____
____06. class hour conflicted with work hour
____07. college doesn't offer course; name of course _____
____08. academic difficulties
____09. preferred to work
____10. have financial problems; check if conference with advisor is desired: _____
____11. unable to attend; GI Bill exhausted
____12. have personal reasons (marriage, children, health)
____13. other; please specify: _____

II. During the Fall 1977 semester, did you work? (Check one)

____1. yes--full-time
____2. yes--part-time
____3. no

III. What are you doing now? (check the one which best describes present activity)

____1. looking for work; check if conference is desired: _____
____2. working a. give title or position _____
b. check one: ____1. full time; ____2. part time
c. Is your work related to your community college studies?
check one: ____1. closely related
____2. somewhat related
____3. not related

____3. attending another school
a. specify school: _____
b. major field of study: _____
c. check one: ____1. full time; ____2. part time
d. If attending a four-year college, were you able to transfer credits for community college courses numbered 100 or above:
____1. all courses
____2. most courses
____3. some courses
____4. few courses
} List all courses which were not transferable: _____

____4. other; please specify: _____

IV. Do you plan to continue your schooling in Fall 1978? (check one)

____1. Yes; specify institution _____
____2. No
____3. No, but hope to sometime after Fall 1978
____4. Don't know

V. Please circle the number which best indicates your evaluation of your community college experience:

		Very satisfied		Satisfied	Not satisfied	
01.	Instruction	1	2	3	4	5
02.	Faculty/student relations	1	2	3	4	5
03.	Variety of courses you could take	1	2	3	4	5
04.	Broadening your educational background	1	2	3	4	5
05.	Acquiring job skills and knowledge for a job	1	2	3	4	5
06.	Developing personal interests	1	2	3	4	5
07.	Intellectual environment	1	2	3	4	5
08.	Counseling services	1	2	3	4	5
09.	Friendship with other students	1	2	3	4	5
10.	Facilities/equipment	1	2	3	4	5
11.	Total experience at college	1	2	3	4	5

VI. What are your suggestions for improving this college? (Please use other side.)

Mahalo!

APPENDIX D

1977-78 ALUMNI SURVEY

Information on your college record:

ID NUMBER [ ][ ][ ] - [ ][ ] - [ ][ ][ ][ ]

PLEASE CORRECT BELOW IF INFORMATION HAS CHANGED:

_____ NAME

_____ ADDRESS

_____

_____ ZIP CODE

GENERAL INFORMATION

(1) How many semesters, excluding summer session(s), did it take you to complete work for your degree or certificate at this campus?

1. [ ] 1-2
2. [ ] 3-4
3. [ ] 5-6
4. [ ] 7-8
5. [ ] 9-10
6. [ ] 11-12
7. [ ] more than 12

(2) Did you attend these semesters without a break (other than summer) in enrollment?

1. [ ] Yes
2. [ ] No

(3) Check the activities below in which you are currently engaged. *(Check as many as apply)*

1. [ ] Employed full-time *(at least 35 hours per week)*
2. [ ] Employed part-time *(less than 35 hours per week)*
3. [ ] In school full-time
4. [ ] In school part-time
5. [ ] In active duty military service
6. [ ] Unemployed--not working but looking for work
7. [ ] Not in school, not working and not seeking work
8. [ ] Other: _____

ACADEMIC INFORMATION

PLEASE ANSWER QUESTIONS 4 THROUGH 8 ONLY IF YOU ARE CURRENTLY ENROLLED IN SCHOOL.

(4) Are you enrolled 1. [ ] part-time
2. [ ] full-time

(5) Which of the following schools are you presently attending?

01. [ ] UH Manoa
02. [ ] UH Hilo - Hilo College
03. [ ] UH Hilo - Hawaii Community College
04. [ ] UH Hilo - College of Agriculture
05. [ ] Honolulu Community College
06. [ ] Kapiolani Community College
07. [ ] Kauai Community College
08. [ ] Leeward Community College
09. [ ] Maui Community College
10. [ ] Windward Community College
11. [ ] West Oahu College
12. [ ] Other Hawaii college
13. [ ] Hawaii business or trade school
14. [ ] Mainland business or trade school
15. [ ] Mainland university or 4-year college
16. [ ] Mainland 2-year college
17. [ ] Foreign college or university
18. [ ] Other: _____

(6) Toward which degree or certificate are you currently working? *(Check one)*

1. [ ] None
2. [ ] Certificate
3. [ ] Associate in Arts
4. [ ] Associate in Science
5. [ ] Bachelor's Degree
6. [ ] Master's Degree
7. [ ] Professional Diploma (Education)
8. [ ] Ph.D., Ed.D., J.D., M.D.
9. [ ] Other: _____

(7) In what major field? _____

(8) Did you have any difficulty in transferring credits when you enrolled at your present college? *(Check one)*

0. [ ] Does not apply
1. [ ] No, I did not experience difficulty in transferring credits
2. [ ] Yes, I experienced difficulty in transferring credits. *(Please briefly indicate the nature of the difficulty, including course numbers.)*

_____

_____

EMPLOYMENT INFORMATION

PLEASE ANSWER QUESTIONS 9 THROUGH 17 ONLY IF YOU ARE CURRENTLY EMPLOYED.

(9) Are you employed *(Check one)*

1. [ ] full-time *(at least 35 hours per week)*
2. [ ] part-time *(less than 35 hours per week)*
3. [ ] more than one job

NOTE: PLEASE ANSWER THE FOLLOWING QUESTIONS CONCERNING YOUR PRIMARY JOB ONLY.

(10) Please provide the following information about your current employment.

1. Occupation *(What do you DO? For example, truck driver, nurse, engineer, waitress, etc.)*

_____

2. Name and address of employer _____

_____
Street *City/State* *Zip Code*

3. May we contact your employer for his/her review of our curriculum and instruction?

[ ] Yes [ ] No

(11) Are you currently employed by *(Check one)*

1. [ ] Private industry (not tourist)
2. [ ] Tourist industry
3. [ ] State government
4. [ ] City or County government
5. [ ] Non-profit organization
6. [ ] Federal government (not military)
7. [ ] Military
8. [ ] Self-employed
9. [ ] Other: _____

(12) Where are you employed? *(Check one)*

1. [ ] Oahu
2. [ ] Maui
3. [ ] Molokai
4. [ ] Lanai
5. [ ] Big Island (Hawaii)
6. [ ] Kauai
7. [ ] Mainland U.S.
8. [ ] U.S. possession
9. [ ] Foreign country

(13) What are your current annual earnings from this job? *(Check one)*

01. [ ] Less than $3,000
02. [ ] $3,000 to $5,999
03. [ ] $6,000 to $7,499
04. [ ] $7,500 to $9,999
05. [ ] $10,000 to $14,999
06. [ ] $15,000 to $19,999
07. [ ] $20,000 to $24,999
08. [ ] $25,000 to $29,999
09. [ ] $30,000 or over
10. [ ] Don't know; varies too much

(14) How did you learn of this job? *(Check primary source)*

1. [ ] Held same job while attending school
2. [ ] Cooperative Education Program
3. [ ] College placement office
4. [ ] Public/private employment agency
5. [ ] Personal application to employer
6. [ ] Faculty/counselor referral
7. [ ] Referral through friend/relative
8. [ ] Other: _____

(15) Do you consider this job to be the type of job in which you will make your career?

1. [ ] Yes, definitely will
2. [ ] Probably will
3. [ ] Probably will not
4. [ ] Definitely will not

(16) Are you currently employed in your major field of study?

1. [ ] Yes
2. [ ] No, but my job is related to my major field of study
3. [ ] No, my job is not at all related to my major field of study

(17) If your occupation is not related to your major field of study, what is the principal reason for selecting your present occupation? *(Check one)*

0. [ ] Does not apply. I have a job related to my major field
1. [ ] Not sufficiently qualified for a job in my major field
2. [ ] Found a better paying job in another field
3. [ ] Did not look for a job in my major field
4. [ ] Looked, but could not find a job in my major field
5. [ ] Other: _____

GENERAL EVALUATION OF COLLEGE EXPERIENCE

(18) Regarding the campus from which you recently graduated, how much help did you get in reaching each of the goals listed below? *(If a statement was not a goal of youre, check the first column (0) only)*

	This Was Not a Goal of Mine (0)	This Campus Was Not of Much Help (1)	This Campus Was of Some Help (2)	This Campus Was a Great Deal of Help (3)
a. To get a degree	☐	☐	☐	☐
b. To broaden my educational background	☐	☐	☐	☐
c. To discover my vocational interest	☐	☐	☐	☐
d. To prepare for a career, i.e., acquire specific skills and knowledge	☐	☐	☐	☐
e. To prepare for a career change	☐	☐	☐	☐
f. To improve knowledge and technical skills required in my present job	☐	☐	☐	☐
g. To gain practical experience in an occupational field	☐	☐	☐	☐
h. To increase my chances for a possible raise and/or promotion in my present job	☐	☐	☐	☐
i. To meet academic requirements necessary for admission to a four-year or graduate/professional school	☐	☐	☐	☐
j. To gain specific knowledge for my personal use/interest	☐	☐	☐	☐
k. To make new friends and meet new people	☐	☐	☐	☐
l. To become actively involved in student life and campus activities	☐	☐	☐	☐
m. To improve my self-image	☐	☐	☐	☐
n. Other: _____	☐	☐	☐	☐

(19) How satisfied are you with your experience at this campus in each of the following areas? *(Check one answer for each statement)*

		Very Dissatisfied 1	Somewhat Dissatisfied 2	Somewhat Satisfied 3	Very Satisfied 4
a.	Knowledge gained from general education courses	a. ☐	☐	☐	☐
b.	Knowledge gained from courses in your major	b. ☐	☐	☐	☐
c.	Skills (reading, writing, math, etc.) gained from all courses	c. ☐	☐	☐	☐
d.	The overall quality of instruction	d. ☐	☐	☐	☐
e.	Availability of courses offered that you needed	e. ☐	☐	☐	☐
f.	The accessibility of instructors	f. ☐	☐	☐	☐
g.	Instructors' assistance in your career development	g. ☐	☐	☐	☐
h.	Quality of laboratories and studios, other support facilities	h. ☐	☐	☐	☐
i.	Total experience at college	i. ☐	☐	☐	☐

(20) How satisfied were you with each of the services listed below? *(If you never used the service, check the first column (0) only)*

		Service Unavailable/Never Used 0	Very Dissatisfied 1	Somewhat Dissatisfied 2	Somewhat Satisfied 3	Very Satisfied 4
a.	Admission	a. ☐	☐	☐	☐	☐
b.	Orientation	b. ☐	☐	☐	☐	☐
c.	Registration	c. ☐	☐	☐	☐	☐
d.	Records	d. ☐	☐	☐	☐	☐
e.	Financial aids *(grants/loans/scholarships/Work-Study)*	e. ☐	☐	☐	☐	☐
f.	Student employment *(on-/off-campus student jobs)*	f. ☐	☐	☐	☐	☐
g.	Academic advising *(graduation, transfer, etc., requirements)*	g. ☐	☐	☐	☐	☐
h.	Personal counseling/advising	h. ☐	☐	☐	☐	☐
i.	Learning assistance centers	i. ☐	☐	☐	☐	☐
j.	Testing services *(program placement, personal assessment)*	j. ☐	☐	☐	☐	☐
k.	Career counseling/advising *(exploring personal potential, vocational fields, manpower needs, etc.)*	k. ☐	☐	☐	☐	☐
l.	Job placement after graduation	l. ☐	☐	☐	☐	☐
m.	Cafeteria, food services	m. ☐	☐	☐	☐	☐
n.	Campus center and recreational facilities	n. ☐	☐	☐	☐	☐
o.	Athletic facilities	o. ☐	☐	☐	☐	☐
p.	Library services	p. ☐	☐	☐	☐	☐
q.	Health services	q. ☐	☐	☐	☐	☐
r.	Housing services	r. ☐	☐	☐	☐	☐
s.	Bookstore	s. ☐	☐	☐	☐	☐
t.	Parking	t. ☐	☐	☐	☐	☐
u.	Physical facilities: building and grounds	u. ☐	☐	☐	☐	☐

(21) Do you feel that your college experiences have made and will continue to make an appreciable difference in the quality of your life? i.e., your life has been enriched. *(Check one)*

1. [ ] Yes, very much so
2. [ ] Yes, somewhat
3. [ ] Not at all
4. [ ] Don't know

(22) What are your suggestions for improving this college?

THANK YOU!

APPENDIX E

EMPLOYERS' SURVEY
U. H. COMMUNITY COLLEGES

Serial No. _____ 1. Position of this employee: _____

2. Is this person still in your employ? ___1. Yes ___2. No

3. Compared with employees you have observed in equivalent positions without the benefit of a community college education but with similar years of experience, the preparation of this graduate is (check appropriate block):

Knowledge, Skills, Attitudes	0. Not Applicable	1. Unsatis-factory	2. Satis-factory	3. Good	4. Excellent
a. Job know-how and technical knowledge		1.	2.	3.	4.
b. Application of technical skills and knowledge		1.	2.	3.	4.
c. Use of tools, equipment, machines		1.	2.	3.	4.
d. Mathematical skills		1.	2.	3.	4.
e. Reading		1.	2.	3.	4.
f. Writing		1.	2.	3.	4.
g. Speaking		1.	2.	3.	4.
h. Judgment; ability to decide, plan, organize		1.	2.	3.	4.
i. Creativity; finds new/better ways of doing things		1.	2.	3.	4.
j. Positive attitude toward work; commitment		1.	2.	3.	4.
k. Cooperativeness; works with others		1.	2.	3.	4.
l. Accepts advice and supervision		1.	2.	3.	4.
m. Assumes responsibility		1.	2.	3.	4.
n. Follows instructions		1.	2.	3.	4.
o. Initiative; performs necessary work without being told		1.	2.	3.	4.
p. Flexibility; adapts to new work assignments		1.	2.	3.	4.
q. Good attendance and punctuality		1.	2.	3.	4.
r. Appropriate grooming		1.	2.	3.	4.

4a. Total number of employees in your company in the State of Hawaii:
___1. Under 25 ___2. 25-100 ___3. 101-500 ___4. Over 500

4b. Estimated number of employees who are graduates of Hawaii's community colleges: _____

5. Based on your experience with community college graduates, what is your overall impression of the efforts of the community colleges in preparing students for employment?

___0. Insufficient experience ___1. Poor ___2. Satisfactory ___3. Good ___4. Excellent

6. Please indicate how important it is for the community college graduate to have each of the following before entering the world of work. (check appropriate block)

Item	1. Not Important	2. Somewhat Important	3. Very Important	4. Extremely Important
a. basic skills (reading, writing, speaking, mathematics)	1.	2.	3.	4.
b. specific technical skills of a particular occupation	1.	2.	3.	4.
c. general knowledge of a particular occupation	1.	2.	3.	4.
d. broad education	1.	2.	3.	4.
e. positive work attitudes and good work habits	1.	2.	3.	4.
f. effective human relations (communicates and works well with others)	1.	2.	3.	4.

7a. What is the single most important item above? (circle letter) a b c d e f
7b. What is single least important item above? (circle letter) a b c d e f

8. We're interested in your thinking about the community colleges in general. What are the colleges doing well? What needs strengthening? Please share your suggestions with us and feel free to continue on the reverse side.

Mahalo.